ANNUAL INDEX
Volume 40, 1995/1996

(This volume is paginated continuously)

AUTHORS

Austin, J. Sue, Elizabeth Partridge, Joe Bitner, and Elizabeth Wadlington, *Prevent School Failure: Treat Test Anxiety,* Fall (1) 10–13.

Billings, Lesa, and Bruce Wolford, *Promoting the Successful Transition of Kentucky's State Agency Children,* Winter (2) 77–81.

Bohac, Paul, Bill Evans, and Buzz Ritchie, *Juvenile Justice and the Florida Legislature: Lessons, Problems, and a Possible Template,* Winter (2) 53–55.

Briscoe, Richard V., and James P. Doyle, *Aftercare Services in Juvenile Justice: Approaches for Providing Services for High-Risk Youth,* Winter (2) 73–76.

Casey, Richard E., *Delinquency Prevention Through Vocational Entrepreneurship: The New Smyrna Beach Employability Skill Training Model for Youthful Offenders,* Winter (2) 60–62.

Cessna, K. Kay, and Russell J. Skiba, *Needs-Based Services: A Responsible Approach to Inclusion,* Spring (3) 117–123.

Cheney, Doug, and Howard S. Muscott, *Preventing School Failure for Students with Emotional and Behavioral Disabilities Through Responsible Inclusion,* Spring (3) 109–116.

Cobb, Jeanne B., *Microcomputers: Bridging the Gap for At-Risk Readers,* Fall (1) 37–40.

D'Alonzo, Bruno, *Identification and Education of Students with Attention Deficit and Attention Deficit Hyperactivity Disorders,* Winter (2) 88–94.

Epstein, Michael H., Regina M. Foley, and Edward A. Polloway, *Homework Problems: A Comparison of Students Identified as Behaviorally Disordered With Nonhandicapped Students,* Fall (1) 14–18.

Feaster, Cynthia B., *The Relationship Between Parental Chemical Abuse and Children's Behavioral Disorders,* Summer (4) 155–160.

Gable, Robert A., Nancy L. Arllen, and Jo M. Hendrickson, *Use of Peer Confrontation to Modify Disruptive Behavior in Inclusion Classrooms,* Fall (1) 25–28.

Gootman, Marilyn E., *Child Abuse and its Implications for Early Childhood Educators,* Summer (4) 149–154.

Graves, Michael F., and Sheldon Braaten, Scaffolded Reading Experiences: Bridges to Success, Summer (4) 169–173.

Jitendra, Asha K., and M. Cathleen Gardill, *Reading Comprehension Curriculum Evaluation and Modification: An Instructional Design Perspective,* Summer (4) 174–180.

King-Sears, Margaret E., and Dianne F. Bradley, *ClassWide Peer Tutoring: Heterogeneous Instruction in General Education Classrooms,* Fall (1) 29–35.

Lucking, Robert, and M. Lee Manning, *Instruction for Low-Achieving Young Adolescents: Addressing the Challenge of a Generation Imperiled,* Winter (2) 82–87.

Meadows, Nancy B., Kristine J. Melloy, and Mitchell L. Yell, *Behavior Management as a Curriculum for Students with Emotional and Behavior Disorders,* Spring (3) 124–130.

Meadows, Nancy B., *Meeting the Challenges of Responsible Inclusion,* Spring (3) 139–142.

Mostert, Mark P., *Interprofessional Collaboration in Schools: Benefits and Barriers in Practice,* Spring (3) 135–138.

Pasternack, Robert, and Kathleen Martinez, *Resiliency. What Is It and How Can Correctional Educational Practices Encourage Its Development?* Winter (2) 63–66.

Searcy, Sheri, *Friendship Interventions for the Integration of Children and Youth with Learning and Behavior Problems,* Spring (3) 131–134.

Tankersley, Melody, *A Group-Oriented Contingency Management Program: A Review of Research on the Good Behavior Game and Implications for Teachers,* Fall (1) 19–24.

Waldron, Nancy L., *Child Abuse and Disability: The School's Role in Prevention and Intervention,* Summer (4) 164–168.

Whinnery, Keith W., Mary King, William H. Evans, and Robert A. Gable, *Perceptions of Students With Learning Disabilities: Inclusion Versus Pull-Out Services,* Fall (1) 5–9.

Whitten, Elizabeth, and Lisa Dieker, *Intervention Assistance Teams: A Broader Vision,* Fall (1) 41–45.

Wilhite, Kathi, and K. Kay Cessna, *Safeguarding the Education of Incarcerated Juvenile Offenders: The Critical Role of State Departments of Education,* Winter (2) 56–59.

Wright, Alan, *Success Guaranteed: The Pathfinder Project,* Winter (2) 67–72.

Yell, Mitchell L., *Education and The Law,* Summer (4) 161–163.

Yell, Mitchell L., and James G. Shriner, *Inclusive Education: Legal and Policy Implications,* Spring (3) 101–108.

TITLES

Aftercare Services in Juvenile Justice: Approaches for Providing Services for High-Risk Youth, Richard V. Briscoe and James P. Doyle, Winter (2) 73–76.

Behavior Management as a Curriculum for Students with Emotional and Behavior Disorders, Nancy B. Meadows, Kristine J. Melloy, and Mitchell L. Yell, Spring (3) 124–130.

Child Abuse and Disability: The School's Role in Prevention and Intervention, Nancy L. Waldron, Summer (4) 164–168.

Child Abuse and its Implications for Early Childhood Educators, Marilyn E. Gootman, Summer (4) 149–154.

ClassWide Peer Tutoring: Heterogeneous Instruction in General Education Classrooms, Margaret E. King-Sears and Dianne F. Bradley, Fall (1) 29–35.

Delinquency Prevention Through Vocational Entrepreneurship: The New Smyrna Beach Employability Skill Training Model for Youthful Offenders, Richard E. Casey, Winter (2) 60–62.

Education and The Law, Mitchell L. Yell, Summer (4) 161–163.

Friendship Interventions for the Integration of Children and Youth with Learning and Behavior Problems, Sheri Searcy, Spring (3) 131–134.

A Group-Oriented Contingency Management Program: A Review of Research on the Good Behavior Game and Implications for Teachers, Melody Tankersley, Fall (1) 19–24.

Homework Problems: A Comparison of Students Identified as Behaviorally Disordered With Nonhandicapped Students, Michael H. Epstein, Regina M. Foley, and Edward A. Polloway, Fall (1) 14–18.

Identification and Education of Students with Attention Deficit and Attention Deficit Hyperactivity Disorders, Bruno D'Alonzo, Winter (2) 88–94.

Inclusive Education: Legal and Policy Implications, Mitchell L. Yell and James G. Shriner, Spring (3) 101–108.

Instruction for Low-Achieving Young Adolescents: Addressing the Challenge of a Generation Imperiled, Robert Lucking and M. Lee Manning, Winter (2) 82–87.

Interprofessional Collaboration in Schools: Benefits and Barriers in Practice, Mark P. Mostert, Spring (3) 135–138.

Intervention Assistance Teams: A Broader Vision, Elizabeth Whitten and Lisa Dieker, Fall (1) 41–45.

Juvenile Justice and the Florida Legislature: Lessons, Problems, and a Possible Template, Paul Bohac, Bill Evans, and Buzz Ritchie, Winter (2) 53–55.

Meeting the Challenges of Responsible Inclusion, Nancy B. Meadows, Spring (3) 139–

142.
Microcomputers: Bridging the Gap for At-Risk Readers, Jeanne B. Cobb, Fall (1) 37–39.
Needs-Based Services: A Responsible Approach to Inclusion, K. Kay Cessna and Russell J. Skiba, Spring (3) 117–123.
Perceptions of Students With Learning Disabilities: Inclusion Versus Pull-Out Services, Keith W. Whinnery, Mary King, William H. Evans, and Robert A. Gable, Fall (1) 5–9.
Prevent School Failure: Treat Test Anxiety, J. Sue Austin, Elizabeth Partridge, Joe Bitner, and Elizabeth Wadlington, Fall (1) 10–13.
Preventing School Failure for Students with Emotional and Behavioral Disabilities Through Responsible Inclusion, Doug Cheney and Howard S. Muscott, Spring (3) 109–116.
Promoting the Successful Transition of Kentucky's State Agency Children, Lesa Billings and Bruce Wolford, Winter (2) 77–81.
Reading Comprehension Curriculum Evaluation and Modification: An Instructional Design Perspective, Asha K. Jitendra and M. Cathleen Gardill, Summer (4) 174–180.
Resiliency. What Is It and How Can Correctional Educational Practices Encourage Its Development? Robert Pasternack and Kathleen Martinez, Winter (2) 63–66.
Safeguarding the Education of Incarcerated Juvenile Offenders: The Critical Role of State Departments of Education, Kathi Wilhite and K. Kay Cessna, Winter (2) 56–59.
Scaffolded Reading Experiences: Bridges to Success, Michael F. Graves and Sheldon Braaten, Summer (4) 169–173.
Success Guaranteed: The Pathfinder Project, Alan Wright, Winter (2) 67–72.
The Relationship Between Parental Chemical Abuse and Children's Behavioral Disorders, Cynthia B. Feaster, Summer (4) 155–160.
Use of Peer Confrontation to Modify Disruptive Behavior in Inclusion Classrooms, Robert A. Gable, Nancy L. Arllen, and Jo M. Hendrickson, Fall (1) 25–28.